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Political scientists disagree on the wisdom of turning public services over to private companies. Page A4.

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A business professor at Yale University is planning his own corporate takeover. Page A15.

The transition to new leadership at the University of North Carolina has prompted debate about the governance of the system. Page A23.

Critics charge that efforts by the Reagan Administration to help historically black colleges are public-relations ploys. Page A23.

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IN CUBA'S UNIVERSITIES: EMPHASIS ON QUALITY

UNIVERSITY OF HAVANA

Story on Page A43

Bennett to Candidates: Press Colleges to Raise Quality, Limit Tuition

By STACY E. PALMER

CHAPEL HILL, N.C.

Education Secretary William J. Bennett last week urged candidates for the Presidency to encourage colleges and universities to improve their quality and hold down tuition costs. The candidates, he said, should pay more attention to the needs of disadvantaged students and less attention to the National Education Association.

Mr. Bennett made his remarks as nine candidates for the Presidency were preparing for a forum on education at the University of North Carolina's campus here.

Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, also came here to give his advice to the candidates. He encouraged them to focus on improving the quality of teachers.

In his remarks, Mr. Bennett noted that many public-opinion surveys had shown that education is a top priority among vot-

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U. of Rochester Readmits Employee of Kodak Competitor

Professors in business school and trustees agree on action

ROCHESTER, N.Y.

The University of Rochester has readmitted an employee of a Japanese competitor of the Eastman Kodak Company, reversing an earlier decision to bar him from the business school.

University officials notified the employee, who works for the Fuji Photo Film Company, of his readmission hours after the Board of Trustees met to discuss the incident.

Saying it was a mistake not to have sought faculty consultation on the case, the trustees asked the business-school faculty to determine whether the Fuji employee should be admitted. Faculty members quickly decided to offer him admission.

One of Biggest Benefactors

Those actions followed the business school's decision last month to withdraw its offer to Tsueno Sakai after Kodak officials complained that his presence could threaten the company's trade secrets.

Kodak is one of the university's biggest benefactors. In addition, it supplies about 120 students a year to the William E. Simon School of Business Administration.

In a prepared statement issued after their meeting last week, the trustees said they needed "to defend the integrity of the University not only in fact but in perception."

Faculty members praised the board for its stand.

"I'm very pleased to hear what they did," said Michael C. Jensen, a professor of finance and business administration. "It may be a moot point, but it's very important that the university wound its way through this process."

The controversy began last month when university officials said they shared Kodak's concern about possible classroom

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Closing the Education Gap for Hispanics: State Aims to Forestall a Divided Society

By CHERYL M. FIELDS

LOS ANGELES

By the year 2000, Hispanics are expected to total more than a third of the population of southern California. Yet the educational attainments of Hispanics—the region's largest and fastest-growing minority group—lag far behind those of Asians and non-Hispanic whites.

The resulting gap poses what educators and economists acknowledge is a monumental task for California's educational institutions, from elementary schools through graduate-level universities.

If the institutions fail to help Hispanics bridge that gap, many observers warn that a divided society could develop, with an aging middle and upper class of "Anglos"—non-Hispanic whites—and a large

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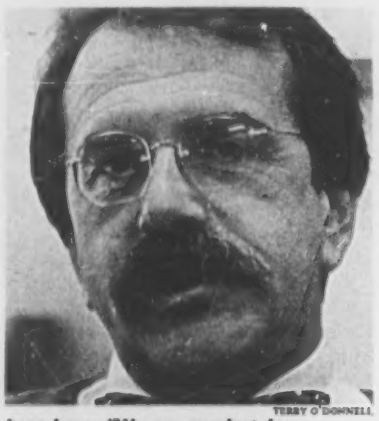

TERRY O'DONNELL

Juan Lara: "We are moving down the road of a citizenry unable to cope with the demands of the 21st century."

Best-Selling Book Makes the Collegiate Curriculum a Burning Public Issue

By MICHAEL W. HIRSCHORN

Shortly after *The Closing of the American Mind* was published in the spring, Allan Bloom said he hoped that, if nothing else, his book would bring the question of the role of the university to the forefront of intellectual debate.

Today, seven months after the University of Chicago professor's critique of contemporary students and the American system of higher education began its climb to the top of the best-seller lists, even Professor Bloom's strongest critics are conceding that his book has made the collegiate curriculum a burning issue both inside and outside the academy.

The Closing of the American Mind is already in its 16th printing, with 375,000 copies on the market, and was bumped only recently from the top spot to second place on the New York *Times* best-seller list. The book has been a *Times* best-seller for 20 weeks.

Secretary of Education William J. Bennett recalled that after a recent speech to a group of Republican grocers in the Midwest, the first question was: "Allan Bloom says that relativism is a terrible thing. Are

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UNIVERSITY OF CHICAGO

Author Allan Bloom: "I still think the issue is this profound relativism, where most people in universities don't believe in anything."

of Southern California, where he will be a visiting professor.

Semion Katz, whose specialty is seismology, is the fifth Jewish scientist to leave the Soviet Union through efforts of the university and Jewish leaders in Los Angeles. Permission to leave is still being sought for two others.

The university began to recruit the seven scientists in 1983, when the Soviet government moved to revoke their academic degrees after they applied to emigrate. The four who left previously are now teaching at Ohio State University, Princeton University, and U.S.C.

Fines Set for Violating Radioactive-Matter Rules

The University of California at San Francisco will be required to pay a fine of between $20,000 and $30,000 for a series of violations of regulations that cover the handling of radioactive materials, a state official said last week.

The university will be required to set aside an additional amount of money in case other violations are discovered, said the official, Asher Rubin, a deputy state attorney general. Negotiations are being held to determine the exact amount of the fine and the amount to be set aside.

The California Department of Health Services cited the university last spring for 33 violations involving the storage and disposal of radioactive materials, the training of employees, and record-keeping.

U. of Mass. Plans Events to Improve Racial Climate

The University of Massachusetts at Amherst has scheduled several campus events this fall that are designed to improve the racial climate on the campus.

The activities began with the opening freshman convocation and will continue until the October 27 anniversary of last fall's racial brawl on the campus, in which a group of white students chased and beat several black students. The incident occurred after the last game of the World Series.

James Langley, the university's director of public affairs, said the programs were designed to encourage students to deal with the issue of racism and intolerance and to appreciate the racial and ethnic diversity on the campus.

Mr. Langley said total minority enrollment in this fall's freshman class was expected to be about 400, an increase of more than 8 per cent over last year's.

Corrections

■ In a classification of colleges and universities (*The Chronicle*, July 8), the Carnegie Foundation for the Advancement of Teaching incorrectly classified Tulane University. It should be in the category "Research Universities II."

■ An excerpt from *Men in Feminism* (*The Chronicle*, "Mélange," September 2) was wrongly attributed to Paul Smith. The author is Cary Nelson, professor of English and criticism and interpretive theory at the University of Illinois at Urbana-Champaign.

PORTRAIT

Yale Men as High-Level Spooks: Historian Recounts Exploits

By MICHAEL W. HIRSCHORN

PHOTOGRAPH FOR THE CHRONICLE BY ROBERT BENSON

Historian Robin W. Winks: "Some reviewer somewhere said I seemed to imply that Yale won the war. I don't have any such notion, nor do I suggest that Yale won the intelligence war."

On a summer day in 1942, Wallace Notestein, a pre-eminent scholar of English history at Yale University, slipped into the suite of one Joseph Toy Curtiss, a young literature professor.

Professor Notestein closed the windows in the Jonathan Edwards College rooms, checked the doors to make sure no one was listening, and then told his younger colleague that he had received some instructions from his friend, William Donovan, the head of the Office of Strategic Services.

Passing himself off as a researcher for Yale's Sterling Memorial Library, Joseph Curtiss was to travel as an O.S.S. agent to Switzerland and gather much-needed information from Nazi-occupied Europe. Eventually, Mr. Curtiss went to Istanbul, maintaining his cover as a researcher and teacher at an American missionary school, while fellow Yalies set up a complex system to provide him with laundered money.

"Seldom has a project so clearly been part of an old-boy network," writes Robin W. Winks in his new book, *Cloak & Gown: Scholars in the Secret War, 1939-1961* (William Morrow and Company), which recounts the so-called Yale Library Project and the prominent roles Yale men played in intelligence efforts in World War II and afterward.

Mr. Winks is Townsend Professor of History at Yale and master of the university's Berkeley College. His book may strike some as being a product of the Eli old-boy network, as well.

But Professor Winks argues in his book and reiterated in a recent interview that Yale's extensive involvement in intelligence-gathering efforts—apparently, no college has produced more high-level spooks—makes it a compelling example of how and why a group of scholars became involved in the spy wars, first against fascism and then communism.

"Some reviewer somewhere said I seemed to imply that Yale won the war," Mr. Winks, a specialist on the British empire, said in the interview. "I don't have any such notion, nor do I suggest that Yale won the intelligence war."

Nathan Hale to George Bush

Speaking in perfectly modulated sentences, Mr. Winks explained: "I focused on Yale both because I knew I could get at the records and because I understand the environment. I don't understand the environment at Princeton and Harvard."

Nonetheless, the involvement of Yale with intelligence gathering is extensive and historic. Nathan Hale, whose statue greets visitors to the C.I.A.'s Langley, Va., headquarters, was a member of the Yale class of 1773. A Yale graduate, Henry L. Stimson, uttered the probably apocryphal phrase "Gentlemen do not read each other's mail" when he shut down the State Department's "Black Chamber" counterespionage operation in 1929. And Vice-President George Bush, a Yale graduate, was director of the C.I.A.

Mr. Winks has concerned himself with the gang of egghead, romantic misfits who populated the high-level ranks of the O.S.S. and the C.I.A. before intelligence gathering became what he sees as the province of computers, number-crunchers, and technical wizards it is today.

Some Had Crucial Roles

Many of the Yale academics had notable, if occasionally peripheral, roles in the war effort. A few, most notably James Jesus Angleton, played what Mr. Winks believes were crucial roles in the growth and development of American intelligence.

Angleton, whose life and exploits have insinuated themselves into countless postwar spy thrillers, is considered the father of American counterintelligence and is granted the most space in Mr. Winks's book.

"A man whose devotion to theory was virtually poetic," Mr. Winks writes, James Angleton spent most of his life working in elite, sheltered environments. He studied at an English public school and at Yale (where Mr. Winks tells us his grades wallowed in the lower 70's), and was stationed at X-2 counterintelligence in England during the war—living in a world "that treasured nuanced language and that used insider vocabularies of their own."

So, it was no surprise, Mr. Winks writes, that Angleton did not understand what he was saying when he told Sen. Frank Church's Senate Select Committee on Intelligence in 1975 that "it is inconceivable that a secret intelligence arm of the government has to comply with all the overt orders of the government."

Although taken as a bald statement that the C.I.A. was above the law, Mr. Winks argues it was uttered because Angleton feared, as he did throughout the postwar period, that a high-level mole had infiltrated the highest ranks of the United States government. "Obviously if a high official of the government were thought to be working on behalf of the Soviets, the agency might resist following an order from that official," Mr. Winks writes of Angleton.

A Fan of Mystery Fiction

Cloak & Gown first began to gel in the mind of Robin Winks in the early 1970's, following an argument with a colleague at Yale upon Mr. Winks's return from a two-year stint as the cultural attaché to the U.S. Embassy in London.

The colleague, who was critical of Mr. Winks for serving under President Nixon, also argued that "it was utterly inappropriate . . . for any scholar of whatever discipline to cooperate with the Central Intelligence Agency," Mr. Winks writes.

In light of the revelations about the agency in the late 1960's and early 1970's, Mr. Winks agreed, but argued that the agency was being hurt by its "inability to attract liberally educated men and women who knew that civic responsibility arose in good measure from a shared sense of morality."

The colleague responded that scholars had never cooperated with government intelligence, a statement Mr. Winks knew to be false. Already a fan of mystery and spy fiction, Mr. Winks then decided to write an account of academic involvement in espionage. He eventually narrowed the topic to Yale.

In researching the book, Mr. Winks was surprised at how willingly many of the old O.S.S. squad discussed their pasts. Tracking many of the main participants to England, France, Switzerland, and elsewhere, he found most of them willing to tell the truth—at least about the parts that cast them in a positive light.

80 Pct. of the Story

"I found that if I could go in with pretty precise questions of the kind that would reveal that I already knew 80 per cent of the story, most people would say, in effect, 'Well you've got it 80-per-cent right, but you're wrong on some details,' " he recalled in the interview. " 'But, since you've got it 80-per-cent right, we know you're going to tell the story anyway, so you might as well tell it right.' "

The project received nominal interference from the C.I.A., Mr. Winks said, with two exceptions. On one occasion, the C.I.A. refused a request in 1983 by A. Bartlett Giamatti, then Yale's president, to declassify some materials on Norman Holmes Pearson, the Yale scholar who headed counterintelligence at O.S.S. / London during the war.

Instead, Mr. Winks writes in a lengthy and exhaustive section of notes to the book, the C.I.A. sent two agents to Yale's Beinecke Library, where the documents were stored, and removed them.

A second incident, Mr. Winks recalled with a laugh, occurred when the book was nearing completion.

"I got a friendly phone call from a very top-level officer of the C.I.A., saying basically, 'Fascinating book you must be writing. Wouldn't you like us to read the manuscript and make sure there are no errors?' I said, 'Well, No, I wouldn't like you to read the manuscript, and I'll take responsibility for my errors,' and they said, 'Well, all right.' "

West Virginia's Colleges Lose Another Chancellor

CHARLESTON, W. VA.

West Virginia's troubled higher-education system is losing its second chancellor in less than two years.

Thomas W. Cole, Jr., announced last week that he would leave his position next spring to become president of Clark College, a historically black institution in Atlanta.

Mr. Cole said he was changing jobs only because of the opportunity to work at Clark. But some observers here said the chancellor's departure was another indication of the gravity of the problems facing West Virginia's public colleges.

Said Paul Nuchims, president of the West Virginia conference of the American Association of University Professors: "People are going to start to realize that they have a very sick animal here."

Mr. Cole's predecessor, Leon H. Ginsberg, resigned early last year at the request of the Board of Regents. Mr. Ginsberg had angered Republican Gov. Arch A. Moore, Jr., by organizing the legislative defeat of the Governor's plan to abolish the board. He had also upset college officials by telling them to make budget requests to the board, not to legislators.

Mr. Cole, who was serving as president of West Virginia State College at the time, was appointed acting chancellor in February 1986 and chancellor the following September.

A Tumultuous Year

His year in office has been tumultuous. Last spring, after Governor Moore ordered all state agencies to cut their budgets by 5 per cent, the regents said they would do so by ending the spring semester a week early. Following nationwide publicity, Governor Moore ordered the regents to keep the colleges open, using interest from college accounts to make up for the budget cut.

Shortly after that incident, newspapers here printed a report prepared by Mr. Ginsberg before he left that characterized the regents as inept and the college presidents as selfish.

Mr. Cole said he was leaving because of the opportunity he would have at Clark to increase black enrollments in higher education. About West Virginia higher education, he said: "It's been through a difficult period, but it's proceeding on course."

Others disagreed. Lyle Sattes, chairman of the House of Delegates Education Committee, said: "I can't fault him for leaving, but I wish he could have stayed longer. We've got some very chaotic times here, and we could really use some continuity."

Mr. Nuchims of the A.A.U.P. said: "When someone goes from being the chancellor of a state to run a small college, it shows the straits higher education is in." —SCOTT JASCHIK

Oregon Legislators Angered by Tuition Waivers for Athletes

SALEM, ORE.

Legislators here have strongly criticized higher-education officials for waiving $1-million in tuition payments for student athletes while saying that more funds were needed to give merit raises to faculty members.

Oregon's Legislative Emergency Board, a panel that acts for the entire Legislative Assembly between sessions, turned down a request that the State System of Higher Education be allowed to use a special $10-million appropriation for the merit raises even though the legislature had stipulated that most of those funds be used for across-the-board salary increases.

Legislators said they were angry that the State Board of Higher Education had voted to waive the tuition for student athletes at a time when the board was complaining about the lack of funds for merit increases for faculty members.

Oregon does not allocate state funds for college athletics.

'A Hardball Game'

"You are testing the decisions of the legislature," said Sen. Mike Thorne, co-chairman of the Joint Ways and Means Committee. "If you want to get into a hardball game, I'm willing to throw it fast, high, and inside."

William E. Davis, chancellor of the higher-education system, defended the board's decisions. On the faculty-salary issue, he said, "Across-the-board increases reward poor performance without rewarding outstanding service."

He said the board had always had the power to waive tuition for certain groups—as it did for some minority students this year—so it should not be criticized for waiving tuition for athletes in an effort to boost the state's sports programs.

Support from Governor

Mr. Davis acknowledged that relations with the legislature could be harmed by the sparring, but said he was confident that any ill will would be temporary.

"I'm always concerned about relations with legislators. But, professionally, it's our duty to present our needs to them," he said.

College officials said they were pleased that Gov. Neil Goldschmidt, a Democrat, supported them in the dispute with the legislature.

"The Governor's feeling is that there is a linkage between the athletic conference where a school belongs and its academic associations," a spokesman for the Governor said.

An editorial in *The Oregonian*, the state's most influential newspaper, called the tuition-waiver plan "educational junk food" and said it was "an insult to the state system's professors and to the students they teach." —SCOTT JASCHIK

Foreign Students Now at Mass. Colleges Exempted from Full-Cost Tuition Plan

BOSTON

Foreign students who are already enrolled in Massachusetts's 29 public colleges and universities won't be affected by a new law that requires foreigners to pay the full cost of their undergraduate education.

Under legislation signed last week by Democratic Gov. Michael S. Dukakis, however, those who enroll after October 1 will still face tuition increases that average between 20 per cent and 40 per cent.

The new legislation follows a bill that was passed in July to require foreign students to pay the full cost of their undergraduate education. Along with exempting foreign students who are already enrolled in state institutions, the new bill also allows tuition to be waived for needy foreign students.

Regents Oppose the Policy

While other states have in the past attempted to impose restrictions on foreign students in public institutions, the Massachusetts law is thought to be the first of its kind. The state's Board of Regents of Higher Education, which has consistently opposed the policy, plans to ask the state's Attorney General to determine whether it is constitutional to charge foreign students more than other out-of-state students.

Last year, there were 3,127 foreign students in the system. Under the new policy, which does not apply to graduate students, foreign undergraduates who enroll in the University of Massachusetts at Amherst after October will see their tuition increase to $6,984 from $4,320.

The new tuition policy has prompted debate in Massachusetts and other states. Supporters of the policy have argued that Massachusetts should no longer subsidize foreign students, especially those who can afford to pay. But critics contend that it will limit cultural diversity, and emphasize that it is very difficult to calculate the exact cost of a student's education.

—CAROLYN J. MOONEY

State U. of New York Trustees Back Salary Plan, Allowing Search for New Chancellor to Proceed

ALBANY

The Board of Trustees of the State University of New York system has approved a plan to raise top executive salaries, clearing the way for a chancellor's search that has been on hold for months.

In the past, the chancellor's salary was set by the Legislature, while other executive salaries were set by state agencies. The board tried unsuccessfully last year to persuade the Legislature to give it the authority to set salaries, by arguing that current levels made it impossible to recruit top executives for the 64-campus system. This year, the Legislature agreed to do so.

The departure of former SUNY Chancellor Clifton R. Wharton, Jr., who was earning $89,250 when he left in January, drew attention to the system's salary problem. Mr. Wharton left the chancellor's job to work for a reported $500,000 as head of higher education's leading pension companies.

The board then announced it would postpone its search until it had the authority to offer a new chancellor a higher salary. A salary comparison done by the board pointed out that presidents of most other large university systems earned much more—up to $198,500.

The new salary plan gives the SUNY board the authority to set the chancellor's salary and salaries for 32 other executive positions.

The City University of New York System, which was also given authority to set its executive salaries, is studying its salary system.

—CAROLYN J. MOONEY

How Public Colleges and Universities Fared in the States in 1986-87

The following table compares enrollment trends and appropriations for higher education among the states.

The figures were compiled by Research Associates of Washington, which gathers information on state appropriations and demographics from state higher-education agencies and then tabulates it.

The information is based on appropriations, population, and enrollment figures for the 1986-87 academic and fiscal years.

In addition to the data printed below, the organization has released other information on state appropriations for higher education, the ability of state and local governments to raise tax revenue, and comparisons of data from the last 10 years.

Copies of the complete report, *State Profiles: Financing Public Higher Education 1978 to 1987*, are available for $18.50 from Research Associates of Washington, 2605 Klingle Road, N.W., Washington 20008.

	High-school graduates per 1,000 population	Public-college students per 1,000 population	Higher education as per cent of tax revenue[1]	State, local tax dollars per college student	Tuition factor[2]
Alabama	10.6	34.6	11.2%	$3,005	25.5%
Alaska	10.8	27.2	6.0	9,743	11.4
Arizona	8.6	37.3	10.1	3,639	20.3
Arkansas	11.2	24.1	8.7	3,438	23.4
California	9.1	36.7	10.9	4,667	9.6
Colorado	10.1	35.3	6.7	2,673	40.6
Connecticut	13.2	18.5	5.4	5,158	20.9
Delaware	11.5	34.4	10.7	4,314	40.4
District of Columbia	8.5	12.5	4.6	8,719	8.5
Florida	8.0	23.4	6.6	3,147	19.9
Georgia	10.3	21.2	8.2	4,387	22.7
Hawaii	11.9	26.9	12.9	7,876	7.5
Idaho	12.3	30.8	12.3	3,974	13.3
Illinois	11.5	30.4	7.5	3,567	19.2
Indiana	11.6	27.6	8.5	3,601	32.8
Iowa	12.9	33.0	8.9	3,561	30.6
Kansas	11.1	37.6	9.2	3,253	25.5
Kentucky	11.0	24.4	9.2	3,611	25.1
Louisiana	10.0	26.3	6.2	2,956	32.2
Maine	12.7	22.5	7.8	4,497	25.3
Maryland	12.1	32.5	7.7	3,495	29.5
Massachusetts	13.6	21.6	6.3	4,978	22.3
Michigan	13.3	35.3	8.1	3,631	34.1
Minnesota	13.4	38.3	8.7	3,854	23.0
Mississippi	10.6	32.4	9.6	2,684	32.9
Missouri	11.0	25.8	8.1	3,359	28.8
Montana	12.2	32.6	7.9	3,323	21.8
Nebraska	12.6	35.4	7.7	2,628	29.7
Nevada	9.4	22.9	7.1	4,122	20.8
New Hampshire	12.4	21.4	5.1	2,464	56.3
New Jersey	12.1	19.3	5.8	5,163	24.5
New Mexico	11.7	33.2	11.4	4,129	14.9
New York	10.8	23.8	6.3	5,852	15.2
North Carolina	11.0	38.2	13.1	3,841	13.8
North Dakota	11.9	44.3	10.6	3,145	28.2
Ohio	12.4	28.9	7.1	3,194	35.1
Oklahoma	10.4	34.8	7.3	2,586	19.8
Oregon	10.3	34.7	9.1	3,531	25.5
Pennsylvania	12.2	21.2	6.3	3,825	38.3
Rhode Island	10.5	28.3	7.5	3,893	29.1
South Carolina	11.1	24.1	10.5	4,509	25.5
South Dakota	11.8	25.1	6.5	2,601	30.9
Tennessee	10.4	23.8	11.1	4,453	23.6
Texas	10.3	31.9	8.1	3,031	21.3
Utah	12.2	33.8	10.5	3,867	21.8
Vermont	12.7	26.5	4.2	2,063	69.1
Virginia	11.1	32.3	9.9	3,672	28.8
Washington	10.9	34.1	9.0	3,550	22.3
West Virginia	11.5	27.0	7.1	2,926	28.1
Wisconsin	13.5	39.5	8.9	3,609	30.2
Wyoming	11.0	33.3	8.8	6,826	10.4

[1] Percentage of state and local tax revenue appropriated for higher education expenses.
[2] "Tuition factor" represents the percentage of revenue generated by tuition when compared to the total revenue for public higher education provided by state and local appropriations and tuition payments.